academic unit: course number, course section: SFA 101.013 and title (as listed in the SFA bulletin): Freshman Seminar
Semester: Fall 2018

Instructor: Chay Runnels
Office: HMS North 107
Phone: 936-468-2060
Other Contact Information:

Course Time & Location: Ferguson 380 (EDAN 121 after first class day)
Office Hours: TTR 2-3p.m., W 1-2 p.m., F 10-12
Credits: 1
Email: runnelsc@sfasu.edu

Prerequisites:

I. Course Description: (brief paragraph)

This course provides study and practice in methods for success in college. Topics include critical thinking skills, study skills, time and money management, goal setting, career planning, and a review of university resources and regulations.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Upon completion of SFA 101 the student will be informed of the following areas and how they relate to their success:

- Evaluate the significance of academic integrity.
- Construct a strategy for accessing and evaluating information through Steen Library.
- Select campus and community service opportunities in which he/she is interested.
- Apply college classroom learning strategies within this class and others.
- Investigate an overview of university resources.
- Develop personal survival skills.
- Examine SFA history, traditions, and pride.
- Argue the true value of a college education.
- Relate university rules and procedures to his/her personal behavior at SFA.
- Demonstrate working successfully with peers, faculty, and staff

The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.
It has been suggested that a general statement can be made about all standards being found on the PCOE web page in lieu of adding a master list of each group of standards to a syllabus.

Give a brief description of how this course relates to the Perkins College of Education’s Conceptual Framework (CF) and/or Vision, Mission, Goals and Core Values (VMGV).

Include how the course objectives, activities, and other course aspects support the CF and/or VMGV. The CF and VMGV describe a shared vision and purpose for the SFASU College of Education.

Connections with other courses within the program, if applicable.

**Program Learning Outcomes: Program-Specific**

List the program learning outcomes addressed in this course as identified in the course matrix for your degree program.

All departments require a listing of Program Learning Outcomes (PLOs) on a syllabus. PLOs should be related to the “general” or “broad” standard identifiers for the specific programs. These should be general (12 or 23).

For Educator Preparation Programs (EPP), include program, TEA Approved Educator Standards (Commissioner, Classroom Teaching Certificate, and Technology Applications EC-12 standards), ISTE, and InTASC standards. These should be general (1 or 2).

For Professional Preparation Programs (PPP), professional standards should be connected to the identified PLOs.

Programs could identify 3-5 PLOs that address the program in general.

If this is a general education core curriculum course and no PLOs are taught in this course then insert the following statement under this heading:

“This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.”

**Student Learning Outcomes: Course Specific**

List all students learning outcomes (SLOs) for this course including the course specific student learning outcomes that support the PLOs above.

SLOs in a course support the PLOs and are specific as well as include the exact knowledge, skill or behavior taught in the course.

For Educator Preparation Programs, include program, TEA, ISTE, and InTASC standards. These should be specific (1a or 1.2).

For Professional Preparation Programs, specific professional standards should be directly tied to the SLOs.

Assessments/assignments listed for SLOs need to be measurable and relate directly to the above standards.
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

**Instructional Strategies:**

This class uses a “flipped” classroom where students are expected to do reading outside of class and come prepared to do hands-on activities in class.

**Use of Technology may include:** D2L, Internet assignments/activities/research, and word processing.

1. SFA 101 uses Brightspace extensively for message boards, discussions, and course content. Information notices will be posted on the course home page. The homepage includes icons for class assignments, discussion board questions, and grades. Students are strongly encouraged to contact the instructor and/or other students via the homepage mail icon, chats, and/or discussion postings.

2. Course content is delivered via lectures, assigned readings, assignment, and discussion board questions directly relevant to the course content. There will be some course meetings outside of the assigned class time. **Students should check the homepage on a bi-weekly basis for notices, mail, and assignments.** Neglecting to check the homepage is NOT a valid excuse for missing an assignment due date.

3. Students should check their grade points at least once a week. Any discrepancies in points must be resolved within one week after assignment grades have been posted otherwise the posted grade points are considered final and will not be reviewed at a later date.

4. Assignments that are posted on the Brightspace are predominately saved in the Word 2007 (or later) format. Students should make arrangements to secure the “patch” that will enable them to open these documents in advance, if they do not currently have or anticipate having access to the Word 2007 (or later) software. It would be virtually impossible for the instructor to save work in multiple formats to accommodate for all individual software available.

Assignments and/or activities need a short description.

Include program standards, TEA, ISTE, InTASC standards, as well as SPA standards that address the assignments.

Any assignment that represent a SPA or CAEP standard (including ISTE, TEA, and InTASC standards) are required to be submitted in LiveText for accreditation purposes.

IV. Evaluation and Assessments (Grading):

**Attendance 100 points**
Attendance is expected and mandatory. There are 100 attendance points for the lecture. Each missed day results in 2 points deducted from the final grade. Excused absences must be reported through the Office of Student Rights and Responsibilities.

**Instructor/Student Instructor Meetings:** Two individual meetings with the instructor or the student instructor will be scheduled. The purpose of the meeting is to allow you to ask questions, get clarification about college life or just to chat about whatever is on your mind. They count for 10 points each for a total of 20 points.

**Outside Events:** You will be required to attend two (2) outside events provided by SFA. You must provide sufficient documentation of the event of your choice. Attendance to these events will be valued at 15 points each for a total of 30 points.

**Assignments 100 points**
Several times during the semester you will be given an assignment to be completed using D2L, or to be turned in at the beginning of class. **NO LATE WORK WILL BE ACCEPTED.** These assignments are intended to provide you with an opportunity to reflect on and benefit from what’s happening in college.

**Exam 100 points**
Only one exam will be given during the semester. It will include true/false, matching, multiple choice, fill in blank, and essay items. The exam will be based on material from assigned readings and class discussion; it should not be difficult if you have done the readings and participated in classes. In addition to testing you on the course material, this exam will indicate how you perform with different types of test questions and allow your instructor to make suggestions to improve your test taking skills in other classes. **There is no final exam.**

**Writing for Reflection: 100 points**
You will be assigned four writing assignments each valued at 25 points. Formatting for the assignments is included in the on Brightspace. The due dates for the assignments are indicated on the *Tentative Class Calendar.*

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>100pts</td>
</tr>
<tr>
<td>Assignments</td>
<td>100 pts</td>
</tr>
<tr>
<td>Exam</td>
<td>100 pts</td>
</tr>
<tr>
<td>Writing for Reflection</td>
<td>100 pts</td>
</tr>
<tr>
<td>Total points</td>
<td>400 pts</td>
</tr>
</tbody>
</table>

**SFA 101 is a graded course.** Passing this course will give you one semester credit that can be used toward the total number of credits you need to graduate. The grading system is as follows:

\[ 400 - 358 \text{ points} = A \]
Every student should not expect an “A”! It is the people who display the above characteristics, AS WELL AS HAVING SOUND TECHNICAL ABILITY AND THE THEORETICAL KNOWLEDGE who receives the “excellent” grade.

A grade of “B” or “C” should not be perceived as failure. A grade of “B” means “good” and a grade of “C” means “average”. Not everyone is an “outstanding” student.

A grade of “D” or “F” is appropriate when a student does not perform, does not know basic information or display basic skills, or if a student has a “real” attitude problem.

<table>
<thead>
<tr>
<th>Date</th>
<th>SUBJECT</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Class Overview</td>
<td>8.27 Letter to Self&lt;br&gt;8.29 Meet Megan Kelly 2 – 2:50 McKibben 118&lt;br&gt;(We will meet in our class, then walk to McKibben)&lt;br&gt;Weeks of Welcome Events</td>
</tr>
<tr>
<td>August 27-Sept. 2</td>
<td>Getting to Know You</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>The Differences between High School &amp; College&lt;br&gt;Student Success Plan</td>
<td>Meet Megan Kelly 9/5 in our class&lt;br&gt;CCPD Overview</td>
</tr>
<tr>
<td>September 3-9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Time Management&lt;br&gt;Campus Resources</td>
<td>HMS Tour</td>
</tr>
<tr>
<td>September 10-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Study Skills&lt;br&gt;Emotional Intelligence</td>
<td>Notetaking with the AARC 9/24 in our class</td>
</tr>
<tr>
<td>September 17-23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Career Planning part I</td>
<td>Resume Construction</td>
</tr>
<tr>
<td>September 24-30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

V. Tentative Course Outline/Calendar:
VI. Readings (Required and recommended—including texts, websites, articles, etc.):
There is no textbook for this course. You will be issued a Passion Planner by the instructor and are expected to bring it to every class meeting unless instructed otherwise. We will use current websites, journal articles, etc. in this course.

Any and all materials used for the course need to be added here.

FEM Statement:
In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00 for a multiple year subscription.

LiveText Statement:
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA email to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SEALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VII. Course Evaluations:
Include a statement about the importance of course evaluations and the process. We urge you NOT to allow any type of reward or bonus points for the completion of course evaluations. Friendly completion reminders are certainly appropriate.

Possible statement to use:
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.
As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.
VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

---

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy (i.e., Active Military Service (6.14)). If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

---

**Student Code of Conduct: Policy 10.4**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [http://www.sfasu.edu/judicial/earlyalert.asp](http://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

---

**Additional Information:**

**Code of Ethics for the Texas Educator:**
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.
For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information: